



Evaluation of Skill Programmes for the Physically Challenged Persons in Vocational Agriculture Centres in Kebbi and Sokoto States, Nigeria

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Abstract

The study was conducted to evaluate the skills offered to the physically challenged persons in Kebbi and Sokoto States. Two objectives guided the study while two research questions were answered and two hypotheses were formulated and tested at 0.05 level of significance. Survey research design was adopted by the study. The population of the study was 85 respondents made up of 25 teachers in Kebbi state and 60 teachers in Sokoto state vocational agricultural centres. There was no sampling because the entire population was involved in the study. A 88- items structured questionnaire was developed from the literature and used for data collection. Three experts validated the instrument, while Crombach alpha reliability method was used to determine the internal consistency of the items and reliability coefficient of 0.86 was obtained. Data collected was analyzed using mean and standard deviation to answer the questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. Findings of the study revealed that 23 skills were required in primary tillage equipment, instructional methods used for training physically challenged in the secondary tillage equipment were moderately suitable. The result of the null hypothesis tested revealed that there was no statistical significance difference in the mean ratings of the two groups of respondents (teachers in Kebbi and teachers in Sokoto States) and on the training in primary tillage equipment, suitability of instructional methods used for training in secondary tillage equipment. The study recommend the skills required for training physically challenged persons in primary tillage equipment identified by this study should be developed into training modules by agricultural educators and utilized by teachers/trainers in vocational agriculture centres for training of physically challenged persons to enhance skill acquisition.

Keywords: Vocation, Vocational Agriculture, Skill, Programme, Physically Challenged and Evaluation

INTRODUCTION

Vocation is a particular occupation for which one is trained; vocation is being viewed as the training that emphasizes skill and knowledge required for a particular job function, for example typing or data entry or trade, carpentry or welding. Agbulu and Olaitan (2002) viewed vocation as a type of training programmes where students engage in both classroom studies and employment in a related field and therefore, is a particular occupation for which one is trained. It is the training that allows individual to work in their areas of interest as they obtain a firsthand knowledge and experience while possibly earning a paycheck (Umunadi, 2014). Vocational education is an education within vocational schools that prepares people for specific trade. It directly develops expertise in techniques related to technology, skill and scientific techniques to cover all aspect of the trade. It can be a training designed to advance individuals general proficiency especially in relation to their present or future occupation (Owiwerei and Nwosu, 2014).

The vocational education for the physically challenged are Federal Government established centres that has a special mandate to positively transform and empower the lives of people living with disabilities. Vocational centres are purposely designed to tackle the emerging problems of (physically challenged). Disable learners are trained and made to live independent and productive lives through the acquisition of various vocational skills. (Kolajo, 2006). Vocational agriculture education encompasses of farming and agro-allied business organization including others involved in services and sales in agriculture (Okorie, 2001) Vocational agriculture involves actual involvement in farming activities while agricultural education is the acquisition of skills and knowledge in agricultural science with the view to imparting these knowledge and skills into prospective farmers for better productivity which is a concern of this research (Ekele, 2015). Presently the vocational centres are under the auspices of the Federal Ministry of Sports and Social Development, (Vocational Department). It is however, a joint venture project between the Federal Government of Nigeria and State Governments, with state governments running the affairs in the centres The fundamental objective of vocational centres is to guarantee for special needs of learners an enabling environment and opportunities for the total development of their human potentials by providing training facilities and equipment in the vocational centres. The vocational centres according to Federal Ministry of Sports and Social Development (2000) is aimed at developing the capacities (skills and abilities) of special needs of learners to meet the challenges of disability and contemporary living and to ensure the attainment of satisfactory life, which would allow them to make their maximum contributions towards the development of the nation.

In the opinion of Eze and Asogwa (2013) skill is an observable competence to perform a learned behavior regarding the relationship between mental activities and body movement. Skill is the habit of doing something well; especially the skill gained through training and experience. Similarly, Nwachukwu (2007) view skill as the ability to perform an activity expertly, the author further added that skill is a well established habit of doing things and involves the acquisition of performance capacity through repetitive performance of an operation. The skill for performing operation can be categorized into Technical and Human Skills and both are required for the success of any enterprise (Ekele, (2011). The acquisition of skills is the ultimate aim of establishing vocational agriculture programmes hence, the federal government employed the services of trainers/teachers at the various centres to ensure its success.

A Programme is a list of items, events, activities or plan of what is to be done. Osinem (2008) stated that educational programme is one in which the materials to be learnt is presented in book or machines in small and carefully graded amount. According to Ekele (2015) a programme is a plan of activities for achieving something or may also be seen as a plan of activity for an event or series of events. The author further stated that in educational context, a programme is defined as a sequence of educational experiences purposely selected to address a locally identified need or issue. For example, School administrators design programmes such as programmes of curriculum, programmes of instruction, programmes of evaluation and many others. Filani (2004) stated that programmes is a system of activities or procedures that has a specific purpose forexample to train an athletic team, adult education programmes/community support or overseas aid programmes. In this context, a programme refers to a set of learning experiences which is planned, organized and implemented by trainers/teachers in order to impart desired skills to physically challenged persons in a specific agricultural occupation.

The physically challenged are categorized as sets of people who may not benefit fully from the regular or formal education obtainable in the primary, secondary and tertiary institutions. Their exceptionality might have resulted from misfortune experience before or after birth. These are people who are described as disable, handicap and impaired. The term disability, handicapped and impairment are used interchangeably to describe individual with specific needs, though the three terms are not synonymous. Disability according to Okeke (2001) is the loss or limitation of the ability to take part in the normal life of the individual in an equal level with others due to physical and social barriers. Handicapped occurs when disability interfere with the normal functionality of an individual; handicap refers to barriers, difficulties, or problems that place limitation on the individual's capabilities expected of him in the society. Impairment is a physical disorder, abnormality, malformation or dysfunction, damage, defect, imperfection, deviation and any other short coming at the various structures affecting the organs of the body.

In a bid to ensure that the physically challenged become useful, productive and effective citizens, the federal republic of Nigeria (FGN) (2004) made provisions for pre-technical and vocational skills for balanced theoretical framework in terms of practical approach. The policy was highly emphasized by educators because it lays emphasis on the importance of self-reliance and a better use of preparation for human resources relevant to the national needs. the policy states that in accordance with the prevailing government policy to provide equal educational opportunities for all children, vocational services shall be provided in order to ensure adequate education for all special cases, and a diversified appropriate curriculum for all the beneficiaries of vocational services which were organized to place rehabilitees on jobs, helping them to cope effectively with their environment and to function as independently as possible. However, in the study area the researchers observed with keen interest that the level of engagement of the physically challenged at the various vocational agriculture centres is low hence there need to evaluate the skill programmes offered to physically challenged persons in vocational education centres of Kebbi and Sokoto to ascertain it effectiveness in meeting the set goals

Evaluation according to Okoro, Pellant, Shaler, Pyke and Herrick (2005) is the process of estimating or judging the value or functional status of ecological processes in location at a moment in time. It is the systematic determination of merit, worth and significant of something (valued) or someone (an evaluator), if provided as feedback and integrated into instruction, will help the learners to stimulate growth and form new habits (Wikipedia Encyclopedia, 2006). Allen (2004) points out that evaluation involves the use of empirical data on students learning to refine programmes and improve student learning. With reference to this study, evaluation is the process of passing value judgment or making decision about skills being offered to physically challenged persons from series of observations by a trainer (teacher).

It has been mistakenly assumed by the society/community that the handicapped were largely incapable of performing any productive work and are only objects of pity or sympathy, as such, many physically handicapped person are found in towns and villages in places like mosques, churches, market places, motor parks and many other begging places. The coming of religion changes the situation of the individual with disabilities in the north because one of the five pillars of Islam stated that Muslims should give alms to the needy, therefore the individual with disability neglected by their families seized this opportunity to beg for alms from their normal counterpart. as a result of the increased number of disabled people in the north, a blend centre was established in Sokoto in 1959 which is aimed at minimizing the act of begging and was taken over by federal government in 1995 (Auta, 2007). Despite this intervention by the federal government, the researchers observed that the rate of street begging in the study area is still on the increase. Could it be that that the physically challenged are not aware of the presence of the vocational agriculture centres? Are the skills required for training physically challenged in various operations in each chosen agricultural occupation available? Are the instructional methods used for training physically challenged at the centre suitable? It was in a bid to provide answers to the above fundamental questions that the researchers are out to skill programmes for the physically challenged persons in vocational agriculture centres in Kebbi and Sokoto states, Nigeria with its main objective to determine:

The skills required for training physically challenged skills in primary tillage equipment (Tractor and ploughs)

The suitability of the instructional methods used for training physically challenged in secondary tillage equipment (Harrows, cultivators and tillers).

Research Questions

The following research questions were raised and answered by the study

What are the skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs)

How suitable are the instructional methods used for training physically challenged in secondary tillage equipment (Harrows, cultivators and tillers)

Hypotheses

Two null Hypotheses were formulated and tested at 0.05 level of significance

H₀₁: There is no statistical significant difference in the mean rating of the responses of teachers in vocational agriculture centres in Sokoto and Kebbi states on skills required for training physically challenged in primary tillage equipment.

H₀₂: There is no statistical significant difference in the mean rating of the responses of teachers in Sokoto and Kebbi states on the suitability of instructional methods used for training in secondary tillage equipment

Methodology

The study adopted survey research design. In survey design, the investigator select a sample of respondents and administers a questionnaire to collect information on variable of interest, these enables the researcher to answer research questions as validly, Objectively and accurately about the population being interviewed. Survey research design is considered appropriate to this study because this study used sample data of an investigation to document, describe and explain what is in existent or non-existent on the present status of a phenomenon being investigated. The population of this study was 85 respondents made up of two 25 teachers in Kebbi state and 60 teachers in Sokoto state who teach both theory and practical skills in vocational trades. A36- items structured questionnaire titled "Physically Challenged Skills Programme Evaluation Questionnaire (PCSPEQ) was used as an instrument to collect data from the respondents. The questionnaire is divided into two parts, Part A obtained personal information of the respondents, Part B was divided into two sections. Section A. contains 23 items and focuses on primary tillage equipment of the programmes used for training the physically challenged in vocational agriculture education centres and Section B contains 13 items on the suitability of the instructional methods used in training physically challenged in vocational education centres. Each of the questionnaire item had four point rating scale of either Highly Needed (HN), Averagely

Needed (AN), Slightly Needed (SN), Not Needed (NN), for section A or Highly Suitable (HS), Moderately Suitable (MS), Slightly Suitable (SS) or not suitable (NS) with corresponding nominal values of 4, 3, 2 and 1 respectively. The PCSPEQ was subjected to face and content validation by three experts, two from Department of Agriculture Education and one from Department of Educational Foundation and General Studies University of Agriculture Makurdi, Benue state.

The validated questionnaire was administered to 15 teachers/instructors in vocational center in Minna, Niger State. Cronbach Alpha reliability method was used to determine the internal consistency of the instrument and a reliability coefficient of 0.86 was obtained which indicates that the instrument is highly internally consistent. Data collected were analyzed using mean to answer the research question 1 and real limits of numbers for answering research question two while t-test statistics was used to test the null hypothesis at 0.05 level of significance.

Bench mark of 2.50 is established to accept any item with a mean rating of 2.50 or above as required while any item with a mean rating less than 2.50 was regarded as not required for research question 1 while the real limit of numbers will be used to answer research question 2 thus; 3.50 – 4.00 = Highly Suitable; 2.50 - 3.49 = Moderately Suitable; 1.50 - 2.49 = Slightly Suitable and 1.00 - 1.49 = Not Suitable

The decision rule used for the mean (\bar{X}) is calculated as follows:

Strongly agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2 and Strongly Disagreed (SD) = 1
Hence $4+3+2+1/4 = 10/4 = 2.50$

The decision rule for rejection or otherwise of hypotheses will be based on the p-value and alpha value. A hypothesis of no significant difference will be not rejected for any cluster of item whose p-value is equal to or greater than alpha value of 0.05 ($P \geq 0.05$) while it will be rejected for any cluster of item whose p-value is less than alpha value of 0.05 ($P < 0.05$).

Results

The results of the study were obtained from the research questions answered and hypotheses tested through data collected and analyzed.

The data for answering research questions and testing hypotheses are presented and interpreted in Tables 1 to 4 as follows:

Research Question 1

What are the skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs)?

Table 1. Mean Ratings and Standard Deviation of Respondents on Skills Required for Training Physically Challenged in Primary Tillage Equipment (Tractors and Ploughs) (N= 85: $n_1 = 25$ Vocational Teachers in Kebbi State; $n_2 = 60$ Vocational Teachers in Sokoto State)

S/N	Skills in Primary Tillage Equipment	\bar{X}_1	SD ₁	\bar{X}_2	SD ₂	\bar{X}_g	SD _g	Remark
1	Recognition of equipment required for operations	2.72	.79	2.87	.81	2.82	.80	Required
2	Mount and drive the plough	2.80	.81	2.82	.87	2.81	.85	Required
3	Position the plough to lift the cut soil	3.04	.89	3.10	.88	3.08	.87	Required
4	Operate the plough	2.96	1.02	2.95	1.02	2.95	1.01	Required
5	Operate the tractor to break hard soil	3.04	.84	2.93	.89	2.96	.88	Required
6	Check the engine level	2.96	.54	2.95	.59	2.95	.57	Required
7	Carry out regular inspection of the parts of the equipment	3.16	.94	3.08	.96	3.11	.95	Required
8	Adjustment of the disc plough on the farm	2.56	1.23	2.68	1.15	2.65	1.17	Required
9	Fix the ridger on the tractor by coupling three links at the back	3.56	.87	3.55	.81	3.55	.82	Required
10	Raise up the equipment on the tractor when working in rocky area	3.04	.73	3.02	.74	3.02	.74	Required

Table 1 Contd.

11	Paint the wooden parts to prevent infection of the wooden parts of the farm equipment	3.44	.87	3.28	.95	3.33	.93	Required
12	Carry out the operation required	3.16	.94	3.12	.90	3.13	.91	Required
13	Dismantle the coupled equipment after such operation	3.00	.64	3.05	.67	3.04	.66	Required
14	Move the tractor with the ridger raised upward	2.96	.61	2.73	.57	2.80	.59	Required
15	Safety practice in workshop	3.00	.64	2.77	.67	2.84	.67	Required
16	Preventive maintenance of agric farm equipment	2.92	.57	2.72	.64	2.78	.62	Required
17	Give students opportunity to observe how implements are coupled to the tractor	2.92	.57	2.73	.63	2.79	.62	Required
18	Teach the students theoretically the step-by-step of using tillage equipment for farm operation	2.92	.57	2.73	.69	2.79	.66	Required
19	Introduce learning materials(tillage equipment) at appropriate time	2.88	.52	2.75	.63	2.79	.59	Required
20	Identify the principal part of the tractor	2.84	.55	2.70	.64	2.74	.62	Required
21	Design assessment focusing on the content that is most important for student to learn	2.88	.60	2.68	.60	2.74	.60	Required
22	Use assessment results to evaluate students in tillage equipment	2.88	.60	2.70	.59	2.75	.59	Required
23	Utilize different instructional strategies like demonstration to show them how to use machine for farm operation	2.84	.55	2.68	.59	2.73	.58	Required

N= number of respondents, \bar{X}_1 = mean of vocational teachers in Kebbi state, SD_1 = standard deviation of vocational teachers in Kebbi state, \bar{X}_2 = mean of vocational teachers in Sokoto state, SD_2 = standard deviation of vocational teachers in Sokoto state, \bar{X}_g = grand mean of respondents SD_g = grand Standard deviation of respondent.

Data presented in Table 1 revealed that all the 23 items on skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs) had their grand mean values ranged from 2.65 to 3.55, indicating that their mean values were above the cut-off point of 2.50. This showed all the 23 skills were required by vocational teachers for training physically challenged in primary tillage equipment (Tractors and Ploughs). The Table also showed that the grand standard deviation of the items ranged from 0.57 to 1.17, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs).

Research Question 2

How suitable are the instructional Methods used for training physically challenged in the secondary tillage equipment (Harrow, Cultivators and tillers)?

Data presented in Table 2 shows 1 out of 13 items had its grand mean value as 3.53 and was within the real limit of mean 3.50 – 4.00. This implies that the 1 item on suitability of instructional methods was ranked highly suitable by vocational teachers for training physically challenged in secondary tillage equipment (Harrows, cultivators, and tillers) in Sokoto and Kebbi State. The Table further revealed that 12 out of 13 items had their grand mean value ranged from 2.79 to 3.34 and were within the real limit of mean 2.50 – 3.49. This implies that the 12 item on suitability of instructional methods was ranked moderately suitable by vocational teachers for training physically challenged in secondary tillage equipment (Harrows, cultivators, and tillers) in Sokoto and Kebbi State. The table also revealed that the grand standard deviation of the item ranged from 0.08 to 1.02, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the suitability of instructional methods used for training physically challenged in secondary tillage equipment (Harrows, cultivators and tillers).

Table 2. Mean Ratings and Standard Deviation of Respondents on Suitability of Instructional Method used in Training Physically Challenged in Secondary Tillage Equipment (Harrows Cultivators and Tillers) (N = 85: n₁ =25 Vocational Teachers in Kebbi State; n₂ = 60 Vocational Teacher in Sokoto State)

S/N	Item Statement	X ₁	SD ₁	X ₂	SD ₂	\bar{X}_g	SD _g	Remarks
24	The discussion method to encourage trainees in participation in skill acquisition programmes	3.52	0.71	3.55	0.65	3.53	0.68	Highly Suitable
25	Excursion method to enable student, to visit the industries where practical take place to have first-hand information	3.28	0.79	3.32	0.73	3.03	0.76	Moderately Suitable
26	Discovery method for developing problem solving skills in rehabilitees	3.2'0	0.82	3.27	0.82	3.23	0.82	Moderately Suitable
27	Lecture method for transmitting of information in specific vocational trade	3.08	0.86	3.22	0.85	3.15	0.85	Moderately Suitable
28	The project method to stimulate, hold interest and motivate trainees towards skill acquisition.	3.24	0.72	3.35	0.52	3.29	0.62	Moderately Suitable
29	Demonstration teaching method to develop reflective thinking and creative expression in trainees.	3.48	0.65	3.2'0	0.78	3.34	0.71	Moderately Suitable
30	Simulation method to encourage student to have a feel for, and manipulate equipment and machine	2.72	0.79	2.87	0.81	2.79	0.08	Moderately Suitable
31	Mastery teaching method to help dump, slow and unmotivated learner to learn like their smart and motivated peers	2.8	0.82	2.82	0.87	2.81	0.84	Moderately Suitable
32	Individualized teaching method allow for. student interest and freedom on skill acquisition programmes	3.04	0.89	3.1'0	0.88	3.07	0.88	Moderately Suitable
33	Team teaching method is used to encourage trainee to learn as they serve as mentors, supervisors and coaches.	2.96	1.02	2.95	1.02	2.95	1.02	Moderately Suitable
34	Process and products of skill acquisition programmes are emphasized to trainee	3.04	0.84	2.93	0.89	2.98	0.86	Moderately Suitable
35	Regular supervision of trainees work in shop practice.	2.96	0.54	2.95	0.59	2.95	0.56	Moderately Suitable
36	Workshop for trainees to think out ways of solving an identified problem.	3.16	0.94	3.08	0.96	3.10	0.95	Moderately Suitable

N= number of respondents, \bar{X}_1 = mean of vocational teachers in Kebbi state, SD₁= standard deviation of vocational teachers in Kebbi state, \bar{X}_2 = mean of vocational teachers in Sokoto state, SD₂ = standard deviation of vocational teachers in Sokoto state, \bar{X}_g = grand mean of respondents SD_g = grand Standard deviation of respondent.

Hypothesis 1: There is no significant difference in the mean ratings of the responses of teachers in vocational agriculture centres in Kebbi and Sokoto states on the skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs)

Table 3 shows a p-value of .167 which is greater than the alpha value of .05. This indicates that there was no statistical significant difference between the mean ratings of responses of teachers in vocational agricultural centres in Kebbi and Sokoto state on the skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs). Therefore, the hypothesis of no significant difference for the two groups of respondents on skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs) was not rejected.

Table 3. t-test Analysis of Mean Ratings of Responses of Teachers in Vocational Agricultural Centres in Kebbi and Sokoto State on the Skills Required for Training Physically challenged Persons in Primary Tillage Equipment (Tractors and Ploughs)

Status	N	Mean	Std. Dev.	Std. Error Mean	df	t-cal	Sig.	Remarks
Teachers in Kebbi	25	2.9774	.25199	.05040	83	1.395	.167	NS, NR
Teachers in Sokoto	60	2.8956	.24375	.03146				

N= Number of respondents, Std = Standard deviation, df = degree of freedom, t-cal = t-calculated, Sig. = P-value; $P > 0.05$, NS = Not significant, NR = Not rejected.

Table 4. t-test Analysis of Mean Ratings of Responses of Teachers in Vocational agricultural centre in Kebbi and Sokoto States on the Suitability of Instructional Methods used for Training Physically Challenged Persons in Secondary Tillage Equipment

Status	N	Mean	Std. Dev	Std. Error Mean	Df	t-cal	Sig.	Remarks
Teachers in Kebbi	25	3.11	0.28	0.06	83	-0.13	0.89	NS, NR
Teachers in Sokoto	60	3.12	0.29	0.39				

N= Number of respondents, Std = Standard deviation, df = degree of freedom, t-cal = t-calculated, Sig. = P-value; $P > 0.05$, NS = Not significant, NR = Not rejected.

Hypothesis 2: There is no significant different in the mean rating of the responses of teachers in vocational agriculture centre in Kebbi and Sokoto states on the suitability of instructional methods used for training in secondary tillage equipment.

Table 4 shows a p-value of 0.89 which is greater than alpha value of 0.05 indicating that there was no statistical significance difference between the mean ratings of responses of teachers in vocational agricultural centres in Kebbi and Sokoto states on the suitability of instructional methods used for training in secondary tillage equipment. Therefore the hypothesis of no significance difference between the two group of respondents on suitability of instructional methods used for training in secondary tillage equipment was not rejected.

Discussion of Findings

The findings of the study were discussed based on the research question and the hypothesis tested for the study. The result of the study on research question 1 on Table 1 shows that 23 skills were required for training physically challenged in primary tillage equipment (Tractors and Ploughs). The skills were: recognition of equipment needed for operations, mount and drive the plough, check the engine oil level, identify the principal parts of the tractor among others. The findings from the corresponding hypothesis on Table 3 revealed that there was no statistical significant difference between the mean ratings of responses of teachers in vocational agricultural centres in Kebbi and Sokoto state on the skills required for training physically challenged in primary tillage equipment (Tractors and Ploughs). These findings are in line with Ekele and Anam(2014) who stated that learners need to identify and recognize the equipment used in any agricultural vocations. Umanadi (2010) viewed it also that the result of the use of equipment can be seen in many aspects such as reduction in burden and drudgery of farm work and work increase in production per worker. The findings also agrees with Kaul and Egbo (2007) that the modern equipment and facilities are particularly advantageous in minimizing a high labour demand that occur relatively short period of time each year.

The finding from research question two revealed that the instructional methods used for training physically challenged in the secondary tillage equipment (Harrow, Cultivators and tillers) in vocational agriculture centres in Sokoto and Kebbi state were moderately suitable. These methods include: discussion method, excursion method discovery method, individualized teaching method, simulation methods among others. The above finding was supported by the result obtained from a test of hypothesis in Table 4 which revealed that was no statistical significance difference between the mean ratings of responses of teachers in vocational agricultural centres in Kebbi and Sokoto states on the suitability of instructional methods used for training in secondary tillage equipment. This finding is in agreement with Miton (2011) that instruction can be deliberate arrangement of experience to help a learner achieve a desirable change in performance. The finding were also in agreement with Agbulu and Wever(2011) that simulation method of instruction provides

students with an opportunity to respond to real life situation and through information feedback to see the result of his/her action. The authors cited above helped to validate and add credence to the findings of this study.

Conclusion

The study had successfully evaluated the skill programmes offered to physically challenged persons in vocational education centres of Kebbi and Sokoto and conclude that 23 skills were required for training physically challenged persons in primary tillage equipment (Tractors and Ploughs) and instructional methods used for training physically challenged in the secondary tillage equipment (Harrow, Cultivators and tillers) in vocational agriculture centres in Sokoto and Kebbi state were moderately suitable hence there is need to evolve and use better method for training physically challenged person to enhance their skill acquisition.

Recommendations

Based on the findings of this study the following recommendations were made:
 The skills required for training physically challenged persons in primary tillage equipment identified by this study should be developed into training modules by agricultural educators and utilized by teachers/trainers in vocational agriculture centres for training of physically challenged persons to enhance skill acquisition.
 Only the instructional methods found highly suitable by the study should be utilized by trainers and managers of vocational skill acquisition centres in training physically challenged persons.
 Stake holders should intensify efforts towards evolving better instructional methods for training physically challenged persons

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